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ABSTRACT

Recognizing the increasing demand for older adults to work as child care employees, this manual presents the Generations Together model for training older adults at the community college level to work in child care settings. The manual describes the steps necessary to implement a community-college-based, older-adult child care employment training program, presents issues and problems encountered during implementation along with solutions, and provides specific examples to guide future programs. Part 1 of the manual introduces the program and describes how to use the manual. Part 2 provides an overview of the program, which is usually taught over 11 weeks, with 79 class hours and 36 practicum hours. The steps described for the model sequence are leadership team formation, recruitment, screening, training, placement, follow-up, and evaluation. Part 3 details project preparation and planning, including how to form the leadership team, plan the implementation strategy, find funding, and staff the program. Part 4 discusses project implementation, including recruiting, screening, training, and placing trainees; and following up with the trainees. Parts 5 and 6 outline the importance of program evaluation, and documentation and program maintenance through relocation. Print and organization resources are listed. Appendices contain the forms necessary to implement the program, including a budget worksheet, program fact sheet, recruitment fliers, and a sample placement letter. Contains 12 references. (KB)

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OLDER ADULTS IN CHILD CARE: A JOB-TRAINING MODEL

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INTRODUCTION

THE NEED FOR OLDER ADULT CHILD CARE TRAINING

The demand for well-trained older adults to work as child care employees is continuing to grow. This manual describes the steps that community colleges and similar institutions can follow to develop an employment training program that prepares and places older adults into child care jobs.

Evidence of the need for older adults in child care is compelling. The number of persons 18-24, traditionally the primary labor pool for child care workers, is declining. The number of American families with children under six who need child care has increased to 60% (Children's Defense Fund data). Recognition of older adults' empathy, commitment, and interest in children suggests the timeliness for older adults serving as child care workers. Moreover, communities are increasingly willing to hire older adults to fill many jobs just as older persons are seeking to enter the labor market.

In response to the child care worker shortage, child care providers are looking to older adults as an important source of new employees. For example, the 1980 census found that persons over age 55 accounted for 13% of all child care workers (Collins, 1987). However, to maintain quality care this new population of child care providers will need specific job training.

Research has shown that good quality child care depends on well-trained staff members, working under supportive and rewarding conditions that include adequate pay and benefits (Whitebook, 1989). Too often, however, child care agencies have emphasized finding sufficient "bodies" to fill job slots, rather than ensuring that their entire staff is appropriately trained to do this specialized work.

Older adults can contribute significantly to child care, to children, to other staff members, and to parents. Children benefit from contact with older adults who share the wisdom of a lifetime of learning and experience, who model successful aging, and who can form nurturing intergenerational relationships.

Similarly, trained older adults can benefit physically, economically, emotionally, and cognitively from productive, meaningful child care work. Properly designed and structured child care work can increase older adults' self-esteem, energy level, competence, and overall sense of community participation. The program described here prepares older adults for this kind of employment.

THE DEVELOPMENT OF GENERATIONS TOGETHER'S MODEL

To meet the need for training and placing older adults in child care, Generations Together has:

- Developed a program model with the Community College of Allegheny County (Pittsburgh) to train and place older adults into child care employment
- Field tested the program in 1990 at community colleges in five cities: Detroit, Orlando, Philadelphia, San Francisco, and Seattle
- Replicated the program in 1991 at six Pennsylvania colleges: Lehigh County Community College, Luzerne County Community College, Montgomery County Community College, Reading Community College, Westmoreland County Community College, and Gannon University
- Consulted with community colleges in Connecticut and Florida who then offered the employment training program
- Signed a statewide contract with the Pennsylvania Department of Labor and Industry to establish community-college-based older worker child care training programs

THE MANUAL

Generations Together believes that older adults can be an important segment of America's child care work force. We further believe that community colleges -- and other higher education institutions -- are appropriate delivery mechanisms which, using our model, can provide older adults with the training they need to enter the child care field.

To this end, we have prepared this manual, using our experience and that of the colleges with which we have collaborated. The manual:

- Describes the steps necessary to implement a community college-based older adult child care employment training program
- Presents issues and problems that we have experienced and describes some alternative solutions
- Provides specific examples, including actual print pieces from the sites, to guide future programs

The manual is intended primarily for community college divisions and departments that might sponsor an older worker training and placement program: Child Development, Community Service, Parent Education, Continuing Education, Adult Education, and Gerontology. However, the manual can also be used by equivalent units in colleges and universities and by child care and aging agencies which may wish to sponsor or advocate older worker child care training.

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WHO ENROLLS IN COMMUNITY COLLEGE OLDER WORKER TRAINING?

The programs typically draw older adults who have worked previously, but who have no training in child care. Many are new to community colleges and do not regularly attend adult education courses. Older adults who enrolled in the Generations Together's community college training in 1991 had these characteristics:

- *57% were 50 to 59 years old, 35% were 60 to 69, and 6% were over 70*
- *97% were female*
- *75% were Caucasian, 16% were African American, 5% were Native American, 3% were Hispanic, and 2% were Asian*
- *31% were divorced, separated, or widowed; 64% were married or living with a partner; and 6% had never married*
- *94% reported that they were in good or excellent health*
- *5% were college graduates, another 2% had done graduate work, and 15% had not finished high school*
- *15% reported pre-tax household income of $5,000 or less, 53% reported less than $15,000 a year, and 5% reported household income of over $40,000 annually*
- *92% have children and 80% had grandchildren, with 56% seeing their children daily and another 30% seeing theirs at least once a week*

From the older adults who enrolled in these training programs, Generations Together has learned:

- *Older adults vary considerably in how many hours a week they prefer to work*
- *Getting a job is very important or essential financially to about half of those who enroll*
- *Older adults rate the opportunity to work with children, their day-to-day responsibilities, working conditions, and job security as very important*
- *Though transportation, physical difficulties, caregiving responsibilities, and travel plans are problems addressed by some trainees, no single concern was cited by a large number of trainees*

OVERVIEW

GOALS

The goals of the "Older Adults as Child Care Workers: A Productive Work Option" project on which this manual was originally based were to:

- Develop and replicate a viable model for training older adults to become competent, paid child care providers
- Place the training graduates in meaningful, paid employment that supplied their communities with effective, stable child care workers

OUTCOMES

In addition to raising levels of competence and feelings of self-esteem for the older adult participants, the employment training program's outcomes include:

- More older adults employed in child care centers
- More older adults with credentials certifying their competence to work in child care centers
- More community college leadership prepared to maintain and expand the model

SITE AND SEQUENCE

Site To date, community colleges have sponsored most of the employment training programs. In addition, a private liberal arts college with a strong tradition of continuing and adult education and a community child care training organization (using a community college's facilities) have successfully completed programs.

Sequence The training component is usually taught over 11 weeks (79 hours in class and 36 hours in practicum). Although each site and cycle varies in response to local needs, the model's sequence generally follows these steps:

- Leadership team formation
- Recruitment
- Screening
- Training
- Placement
- Follow-up
- Evaluation

A minimum of eight weeks is usually necessary for preparation, recruitment, and screening; an effective job placement effort can take up to six weeks. The entire project can be completed in about six months.

PROJECT PREPARATION AND PLANNING

LEADERSHIP TEAM FORMATION

Successful programs depend upon strong, committed leadership. Managers at colleges wishing to establish the program should start by carefully developing strong connections within the college, and continue by establishing solid linkages with appropriate community groups and agencies.

Cultivating internal institutional links

- Choose the appropriate campus and division where there is a clear commitment to (and, ideally, experience in) both child care and older adult education
- Build support in the community college administration in order to secure commitment from appropriate deans or program coordinators
- Follow approval procedures for new programs or special programs at the college -- doing one's homework here pays off!
- Find partners within the college child care/child development programs, continuing education, and other relevant departments, including the college's child care center

Choosing local advisory team members The local advisory team should have a balance of decision-makers and front-line workers.

Local agencies who have an interest in finding employment for older adults or in increasing the supply of trained child care providers can help to identify and select leadership team members.

Corporate representatives can provide in-kind services and access to older adults through their retail stores or lists of retirees in human resource offices. A logical choice is a representative from any corporation which helps to fund the program. In 1990, local or regional office representatives from Sears-Roebuck (whose foundation funded the programs in six sites) served on the community college advisory teams. Several sites recruited through Sears stores.

Involving college departments is important. Public relations, placement, financial aid, security, and other departments can be fully utilized if a representative serves on the advisory team.

Each site will have special needs. The advisory team can recruit expertise to meet these needs. Persons invited should be clearly informed of what help is needed.

Recruiting and retaining advisory team members A clear approach to prospective team members, a well-organized first meeting with refreshments or a meal, and prompt follow up after meetings are vital to developing an effective team (See appendices for sample letters, agendas, etc.).

IMPLEMENTATION STRATEGY PLANNING

Early in the project, the project leadership and the advisory team should meet to make decisions regarding several implementation strategies. These early meetings represent the bulk of the advisory team's responsibilities. If duties are well-thought-out, carefully assigned, and efficiently executed, the project manager and/or trainer can usually manage the project once the training course actually begins.

Determining advisory team responsibilities After determining what resources the advisory team members have to offer, the project leadership should discuss members' roles with the team. Together, they can plan how members can help in recruitment, training, practicum, and placement.

Developing schedules and time-lines Important scheduling factors to consider include primary child care hiring periods, community college faculty and staff availability, the college calendar, older adult and child care center vacation plans, inclement weather, and availability of practicum sites.

> *The dozen colleges who have run the program at least once have found that completing training and beginning placement in August have produced the highest rates of placement. Some colleges have found that their own child development faculty are most readily available to teach during the summer. Other sites, however, have found that summer was a difficult time to recruit older adults because many had already made vacation plans. Advance planning is necessary to determine the optimum recruitment time.*

Adapting the model to local needs Many sites have specific local needs -- such as state child care regulations -- which will require some curriculum modifications. *Generations Together: A Job-Training Curriculum for Older Workers in Child Care* is especially well-suited to such adaptation; material may be added to existing modules, and additional

modules may be created to local specifications.[1] A well-balanced advisory team which includes both child care and older worker training specialists can help to determine and make the necessary project and curriculum modifications early in the project.

> *In 1990, a Florida community college added 20 hours of specific training content to the curriculum in order to satisfy that state's licensing requirements.*

FUNDING AND BUDGET

Finding supplemental funding Most of the demonstration projects discussed here were funded by national foundation grants in order to ensure that all participants received instruction and placement at no cost to them. Generations Together has assisted with projects funded by the federal Job-Training Partnership Act (JTPA) and local foundations.

Funding sources include the following:

- Tuition and fees: While many older adults who take the child care training have limited income, not all are low-income. Charging tuition commensurate with similar older adult training courses at the college should be considered

- JTPA funds have been used by several colleges to fund programs where the participating population met the federal income guidelines

- In several cities, links through the advisory committee or through other college community service programs have helped secure Title V funds for some trainees. This funding is governed by federal income guidelines established by the Older Americans Act

> *At a college on the West Coast, a successful first cycle enabled funding from a variety of sources for the second and third cycles: a local union, a large law firm, and Federal monies through the college. A local bank's foundation funded the second cycle in another city.*

Identifying lower cost strategies New strategies and management structures can contribute to management of low-cost programs. Costs can be managed by judicious use of volunteer time, and by dovetailing project tasks with those already being performed

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[1]The curriculum is available from Syracuse University Press and Generations Together.

by college personnel (such as practicum site management and supervision) or community partners (such as recruitment or job placement).

> *In one city, a community college subcontracted for all its child development programs, including the older adult child care worker training, with an outside agency.*

STAFFING: ROLES AND RESPONSIBILITIES

Assigning tasks The local project leadership will need to determine which staff persons are responsible for the following activities:

- Management
- Teaching
- Clerical support
- Recruiting
- Screening
- Placement
- Follow-up support

Analyzing successful models Community colleges have used various models to staff their employment training programs. The most successful programs have generally been those where one person within or closely connected to the college's child development program was responsible for both the project management and teaching. Some successful programs use team-teaching, perhaps employing several child development staff members who wish to teach part-time in the summer. While several models have been successful, programs which have hired a coordinator from outside the college (sometimes a person with adjunct faculty status) have had less success with placement.

In a few cases, continuing education administrators have managed the programs. This approach has worked best when the manager shared teaching responsibilities or in other ways interacted directly with the students.

> *In 1991, the director of non-credit programs at a Pennsylvania community college coordinated the program and did some direct classroom instruction.*

Assigning job placement responsibility Responsibilities need to be clearly defined and sufficient staff time allocated for recruiting, screening, and placement. In programs to

date, we have learned that placement requires the most clearly defined responsibilities, and may include different personnel. It involves activities at several project stages:

- Trainees are screened for their willingness and ability to accept a job placement at the end of the training program
- Placement activities are initiated during the practicum assignments by asking the practicum child care director to consider hiring a student upon completion of a successful practicum period
- Placement activities continue during the training with contacts made to practicum sites and other child care sites
- Placement efforts are intensified during the last several weeks of training as the trainees learn about resume writing and job interview procedures
- Follow-up to the job placement through in-service training can help to integrate the older adults into the staff

Several models for implementing these activities have worked well in the participating colleges (See ***Placement***, in PROJECT IMPLEMENTATION).

PROJECT IMPLEMENTATION

RECRUITMENT

Establishing criteria Before recruitment begins, a project must define who its trainees will be. Criteria should be closely linked to actual jobs the older adults will perform, completion of child abuse and other required clearances, educational requirements, availability to work, and similar factors.

Selecting recruitment techniques A well-planned, intensive recruitment effort is essential. Consideration should be given to reduce the barriers that may prevent older adults from enrolling. For example, if older adults cannot reach the training site (or practicum and future work sites) by public transportation, special arrangements must be made for trainees who do not drive or do not have a car.

Although programs have used many recruitment strategies, surveys of those who enrolled in 12 programs in 1990 and 1991 found that most recruits learned about the training through the newspaper or from information sent to churches. Television and radio advertising brought very few recruits.

> *Several sites found that standard college course announcements of this training project did not generate a strong response. The leadership concluded that, while regular college publicity and recruitment efforts can be helpful, additional advertisements need to be targeted specifically toward older adults and focused on the special rewards of child care work.*

Successful community colleges recruiters have found the following strategies to be most useful:

- Utilizing existing aging networks
- Putting people on the advisory team who can help recruit
- Sending out information in various forms at the same time (newspapers, friends, churches, word-of-mouth)
- Allocating sufficient recruitment time (six weeks), especially if networks are not well established
- Starting training as soon as recruitment ends

- Recruiting in the spring (before older adults set their summer plans) for summer training and fall placement

- Taking care not to have recruitment campaigns conflict with holidays

Addressing multi-cultural recruitment issues Administrators and advisory teams must pay special attention to the diverse groups from which trainees may be drawn in some parts of the United States. Issues related to this diversity include cultural differences in child-rearing practices, and of course language ability. Foreign language ability is in high demand in some cities; conversely, a lack of English fluency may hinder some trainees. The recruitment campaign (and the curriculum) must take these issues into account, and, if necessary, plans must be made early in the project to address them.

> *In the sites that offered older adult child care training in 1990, one in three trainees was an immigrant who was not a native speaker of English and many were persons educated in another field in their home countries.*

SCREENING

Determining a screening model The project leadership and advisory team will need to develop a trainee screening and selection model that meets the needs of the college as well as the local child care network. The selection process should start with a standardized telephone interview; candidates who pass this initial screening would then schedule an in-person interview.

In JTPA-funded projects, additional eligibility interviews and academic testing are usually required. A candidate's progress through this system can be greatly simplified if these interviews are held at a convenient location, on the same day as the project interviews.

The most successful screening techniques usually involve project representatives and advisory team members:

- Interviewing in conjunction with child care providers, with a joint panel making the final selection

- Interviewing by or with a child care director, who guides the final choices

- Interviewing jointly with a child care provider and a representative from the local aging network

Selecting a screening tool Specific screening tools can be used, including some that are commercially available to determine the appropriateness of each applicant to work with

young children. Directors who participate in the screening may have their own, which can be reviewed for possible use in making final trainee selections.

Screening to improve placement outcomes Screening will select older adults appropriate to work in child care and should also function to select persons who are most likely to go to work in child care. Interviewers should ask applicants about their career plans and about any obstacles to placement (i.e., "Do you have a major trip planned immediately after graduation? Do you anticipate assuming any caregiving responsibilities within your family?").

Developing a specific screening procedure Community colleges have found that the following techniques characterize good screening:

- Finding older adults who are appropriate to work with children
- Involving child care employers
- Using standardized instruments
- Meeting personally with applicants as part of a three-step approach: initial telephone, screening personal interview, meeting with center directors
- Requiring applicants to visit a child care center before they make a final decision to enroll
- Seeking people "willing and able" to get a job
- Ensuring that all applicants meet basic child care criteria such as passing a physical exam
- Asking: "Can this person meet state regulations?"

Satisfying open enrollment policies Some colleges have open enrollment policies to give people the best opportunity to enter a chosen course or field. These policies must be forthrightly and sensitively addressed in relation to screening.

> *To date, every college that has conducted training has developed screening policies that comply with their institutional requirements.*

TRAINING

Adapting the curriculum Generations Together has designed, written, and thoroughly field tested *Generations Together: A Job-Training Curriculum for Older Workers in*

Child Care. This curriculum is based on developmentally appropriate principles, applies the latest knowledge of old adult learner theory and technique, and includes a strong emphasis on a supervised practicum experience.

The most successful training cycles have been those where community college child development faculty or local trainers conducted the training. Trainers should be encouraged to adapt the Generations Together curriculum to their particular strengths, preferences, and inspirations.

> *One East Coast community college modified the curriculum to include a featured children's book, read aloud by a trainee, which related to that day's course material.*

Teaching older adult learners The adult learner section from Generations Together's older worker curriculum provides an overall introduction and specific suggestions for training older adults, including an appropriate, experience-oriented training style.

At some colleges, trainers may have limited experience working with older adults. In such instances, an advisory team that includes community college faculty or staff experienced in older adult training and/or training expertise from the local aging network can be of great assistance.

Managing the practicum component Supervision is key to successful practicum experiences. The trainer should make at least one visit to each site to observe and to talk with the trainee and site personnel. In addition, students will need opportunities for in-depth discussion of weekly practicum experiences.

The number and arrangement of hours in the practicum has varied. At some sites, trainees were rotated through practicum placements at several child care centers. While the idea of exposing trainees to a variety of programs certainly has merit, the *Generations Together* curriculum is designed to take advantage of an in-depth experience with a single group of children, and a specific teaching team.

In order to broaden the trainees' experience without losing the benefits of an extended practicum relationship, some colleges have opted to rotate the time of day students work at their practicum site. Others have scheduled field trips or individual visits to additional centers as part of the practicum requirement. At many colleges, the institution's own child care center has served as a convenient practicum site.

Interviews with practicum site directors have revealed that:

- Even directors whose centers have served as practicum sites for other college child development courses need an orientation to work with older adults

- Summer courses held when directors or assistant directors are on vacation require special efforts at supervision

- Practicum sites are a source of post-training employment

To ensure the quality of their students' practicum experience, one site applied the National Association of Young Children (NAEYC) accreditation criteria in the selection of practicum sites.

Considering multi-cultural/bilingual issues In sites, multi-cultural and bilingual issues may arise in the training or in practicum placements. Advisory team members can help foresee or resolve these issues.

PLACEMENT

The goal of training older workers in child care is to prepare them for paid employment caring for the community's children. Reaching this goal requires careful planning and sustained efforts, begun before training starts and continuing after it ends.

Predicting placement rate Successful community college programs have typically placed two out of every three of their graduates within the first three months after training ends.

Those sites with the most successful placement have repeatedly emphasized the observation that community college placement offices, while certainly helpful, are not equipped to produce the high placement outcomes required by most employment training programs. For such a program, job placement procedures should be clear, concrete, and pro-active (or even aggressive!). Utilizing resources outside the community college placement office is encouraged.

Developing placement procedures Community colleges have found the following to be useful in maximizing placement:

- Taking an intensive, focused, problem-solving approach to all aspects of placement

- Choosing practicum sites that may offer future employment

- Involving local child care directors in screening, in graduations, and in other ways that bring them into contact with graduates

- Starting direct placement before the end of training by requiring trainees to set up job interviews

- Contacting potential child care employees
- Ensuring that the person doing placement knows the trainees through participation in the class
- Personally telephoning prospective employers
- Mailing announcements or short trainee resumes to local child care providers
- Networking with the local child care community
- Timing the training to end just when providers are preparing to hire employees (fall, early January, or the beginning of summer)
- Encouraging trainees to "get their foot in the door" by working as a substitute

In several colleges, staff have worked individually with students to write resumes and asked college clerical staff to prepare and duplicate them. Another college developed an orientation session for prospective child care employers of older adults.

FOLLOW-UP

Generations Together's evaluation of the six 1991 Pennsylvania training programs has found a significant, positive relationship between the quality of interpersonal relationships developed in the training and the likelihood that an older adult will get a job!

Trainees form strong interpersonal bonds during the training, enhancing their life satisfaction, increasing their interest in child care, and improving their confidence about their skills.

It is vital to follow-up with trainees after their training is completed. Such follow-up acknowledges older adult achievement, helps secures older workers in the work place, and supports agencies that hire older workers.

Follow-up should begin with a graduation ceremony at the conclusion of the training course, featuring food, family, friends, and touches of elegance. These ceremonies are great opportunities to showcase the program to deans, presidents, board members, and local politicians who can speak and present certificates of completion. Graduates should receive these certificates from the college; they can be done by hand or with inexpensive, off-the-shelf computer software designed for this purpose.

> Waking Up Vanessa, *a Generations Together video describing the employment training program, has also been a popular addition to a graduation ceremony agenda.*

Holding reunions, added to many training programs at the suggestion of the trainees themselves, has proven to be a popular way to bring the older adult trainees together again. At these events, friendships are renewed, self esteem and motivation are reaffirmed, and job-search tips and leads are exchanged.

> *To bring the spirit of the day to more graduates, one community college videotaped a Saturday morning reunion to show at future gatherings and to people who could not attend.*

Graduates can also be invited to participate in a "mini-conference" that highlights the older adult training project for local child care and aging networks, or to job fairs, regular child care conferences, and other appropriate events sponsored by the college.

An important follow-up experience is achieved by offering, as part of the job placement package, in-service workshops for the staffs of child care programs with new older adult employees. The workshop should cover communication or "team-building," and focus on the special characteristics of an intergenerational child care staff.

> *One community college's placement office and the local Pennsylvania Bureau of Aging (which did project job placement) collaborated on a 12-hour "job club" open to child care training graduates and other older adults from the Bureau's placement files. The club's seminars focused on self-esteem, motivation, and concrete job hunting skills.*

Finally, whether or not events such as these are scheduled, regular telephone contact with the graduates should be maintained, at least until they are securely established at a work site.

EVALUATION AND DOCUMENTATION

Program evaluation and documentation can gather several kinds of information useful to those directly responsible for the training and to community college officials. These efforts should be planned before recruitment and training begins. They will prove especially useful to colleges as they continue to offer this training.

- Demographic data on participants (age, education level, race, socio-economic status, etc.) is helpful in recruiting and in presenting the program to college and community officials

- Trainees' assessment of the training (what they liked, what they didn't like, impact on various psycho-social measures) gives an overall measure of project success and can help to make changes in future courses

- Placement information gathered three to six months following training can indicate how many people got jobs, what kind of jobs they have, how much they are earning, and what barriers kept some people from not working

- Regular contact by telephone or at reunions of class members encourages job retention and provides feedback on how training might be modified in future cycles

PROGRAM MAINTENANCE

Among those community colleges who have conducted the older worker child care training program, successful repetition of a second or third cycle has been possible when:

- A significant funding source is located. In several sites, the commitment by a foundation, union, or government grant through the college for a portion of the costs has provided the impetus to continue
- The training, through academic credit or other mechanism, meets a state-mandated requirement governing child care workers
- Links can be established with local child care, aging, and intergenerational groups through post-project presentations
- Colleges use the media's interest in older workers in child care to obtain newspaper stories or television coverage that can be duplicated and used in future publicity and fund-raising

One community college training featured their training on both the news and on a program entitled "Bridging the Generation Gap." The college's media department produced a video public service announcement which local cable channels aired.

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ORGANIZATIONS

ADMINISTRATION ON AGING, OFFICE OF MANAGEMENT AND POLICY
330 Independence Avenue, SW
Washington, DC 20201
(202) 619-0641
Provides a variety of services and publications for the elderly and those serving the elderly. Assists State Units on Aging with grants and providing a national network.

AMERICAN ASSOCIATION OF RETIRED PERSONS
601 E Street, NW
Washington, DC 20049
(202) 872-4700
Develops publications and programs to help older people live independently and productively. Publishes *Modern Maturity* magazine and other publications on aging, health, and intergenerational programs. Extensive library with materials on aging.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
11141 Georgia Avenue, Suite 200
Wheaton, MD 20902
(310) 942-2443
Teachers, parents, and other adults in 31 countries interested in promoting good educational practices for children from infancy through early adolescence seek to promote the well being of all children in the home, in school, and in the community.

ASSOCIATION NATIONAL PRO PERSONAS MAYORES
3325 Wilshire Boulevard, Suite 800
Los Angeles, CA 90010
(213) 487-1922
Articulates the needs of Hispanic and other low-income elderly, and administers the Senior Community Service Employment Project, funded by the Department of Labor, which provides employment to low-income people over 55 years of age.

CHILD CARE EMPLOYEE PROJECT (CCEP)
6536 Telegraph Avenue, Suite 201A
Oakland, CA 94609
(415) 653-9889
Organization to improve salaries, working conditions, and status of child care workers and to increase public awareness about the importance of child care work and the training and skills it demands.

CDA - CHILD DEVELOPMENT ASSOCIATE NATIONAL CREDENTIALING PROGRAM
Council for Early Childhood Professional Recognition
1718 Connecticut Avenue, SW, Suite 500
Washington, DC 20009-1148
(202) 265-9090 OR (800) 424-4310
The CDA training programs are designed to train persons to acquire the skills to be competent caregivers. The CDA Competency Standards define the skills needed by center-based child care staff, family day care providers, and home visitors.

CHILD WELFARE LEAGUE OF AMERICA (CWLA)
440 1st Street, NW, Suite 310
Washington, DC 20001
(202) 638-2952
Privately and publicly supported organization devoted to the improvement of care and services for deprived, dependent, or neglected children, youth, and their families. It provides consultation, conducts research, develops standards for services, and administers special projects.

FOSTER GRANDPARENT PROGRAM
ACTION
1100 Vermont Avenue, NW, Room 6100
Washington, DC 20525
(202) 634-9349
Sponsored by the federal agency ACTION, the program pairs "special needs" children with low-income people over 60. Based in non-profit organizations that have expressed a need for volunteer help, the program is currently run in 270 sites. Volunteers under-go 40 hours of training before being matched with one or more children for one-on-one relationships. Volunteers receive a tax-free stipend of $2.35 an hour for a 20 hour a week commitment, limited medical coverage and transportation cost reimbursement.

GREEN THUMB
2000 North 14th Street, Suite 800
Arlington, VA 22201
(703) 522-7272
Provides job placement services, training, and part-time community service employment for low-income, unemployed persons 55 years of age and older.

NATIONAL ACTION FORUM FOR MIDLIFE AND OLDER WOMEN
Box 816
Stony Brook, NY 11790
People concerned with upgrading the quality of life for women over 40. Supports the development of a broad spectrum of services and resources designed to enhance the quality of life for women in their later years.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
1509 16th Street, NW
Washington, DC 20036-1426
(202) 232-8777
Open to all individuals interested in serving and acting on behalf of the needs and rights of young children, with primary focus on educational services and resources.

NATIONAL ASSOCIATION OF OLDER WORKER EMPLOYMENT SERVICES (NAOWES)
409 3rd Street SW, Suite 200
Washington, DC 20024
(202) 479-1200
Purposes are to improve employment opportunities for older workers, promote understanding of older workers' capabilities, and dispel myths about older workers.

NATIONAL CAUCUS AND CENTER ON BLACK AGED, INC. (NCBA)
1424 K Street, NW, Suite 500
Washington, DC 20005
(202) 637-8400
An interracial membership organization devoted to improving the economic status and quality of life for low-income and minority elderly. Monitors all legislation and program guidelines relating to services for the elderly.

NATIONAL COUNCIL ON THE AGING (NCoA)
409 3rd Street, SW, Suite 200
Washington, DC 20024
(800) 424-9046 or (202) 479-1200
Professional organization provides training, conducts research, advocates for the elderly, and publishes numerous materials, including bi-monthly *Perspectives on Aging*.

OLDER WOMEN'S LEAGUE (OWL)
730 11th Street, NW, Suite 300
Washington, DC 20001
(202) 783-6686
Primary issues include access to health care insurance, support for family caregivers, access to jobs and pensions for older women.

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)
ACTION
1100 Vermont Avenue, NW, Room 6100
Washington, DC 20525
(202) 634-9349
Recruitment, orientation, training, and support of volunteers nationwide. Involved in a variety of intergenerational activities: volunteers in schools, Just Say No clubs, intergenerational assistance projects.

SOUTHERN EARLY CHILDHOOD ASSOCIATION (SECA)
PO Box 56130
Little Rock, AR 72215-6130
(501) 663-0353
SECA serves the interests of many professionals and paraprofessionals concerned with child development, including university researchers and teacher educators, nursery schools, child care centers, kindergarten and primary grade teachers, school administrators, and proprietors of nursery schools and child care centers. The association has affiliates in 14 Southern states. It publishes the journal *Dimensions of Early Childhood.*

TITLE V: SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM
Comprises eight employment programs organized under Title V of the Older Americans Act and funded by the Federal Government. Provides on-the-job training for workers 55 years of age and older who are economically disadvantaged. Individual programs are sponsored by American Association of Retired persons, National Council of Senior Citizens, National Urban League, National Council on the Aging, National Caucus and Center on Black Aging, Green Thumb, Association National pro Personas Mayors, and the United States Forest Service (see individual entries).

U.S. DEPARTMENT OF LABOR
The Women's Bureau
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-4486
Offers employers information on child care and eldercare services. They have also established a clearinghouse on Implementation of Child Care and Eldercare Services.

APPENDICES

A. Sequence of Events

B. Information Meeting Agenda

C. Team Member Responsibilities

D. Budget Worksheet

E. Sample Expenses

F. Recruitment Strategies

G. Recruitment Timeline

H. Recruitment Letter to Child Care Providers

I. Program Fact Sheet

J. Recruitment Flyers (3)

K. Screening Questionnaire - Telephone

L. Child Care Center Orientation Agenda

M. Practicum Site Letter

N. Placement Letter

0. Graduation Program

"GENERATIONS TOGETHER"

SEMINOLE COMMUNITY COLLEGE
Sanford, Florida

GENERATIONS TOGETHER:
Training Older Adults for Employment in Child Care

SEQUENCE OF EVENTS:

January 16, 1990	*notice of selection by Generations Together
February 21, 1990	*identification of advisory council memebers
March 16, 1990	*Organizational meeting for advisory council; attended by Cheryl Mack
April 6, 1990	*establish admission criteria for snudents
	*identify potential child care centers/sponsors
May 9, 1990	*final review of admission criteria for snudents
	*begin arrangements for Community Awareness program on July 30, 1990
	*complete review of child care centers/sponsors
June 21, 1990	*complete arrangements for Community Awareness program
July 30, 1990	*conduct Community Awareness program
August 20, 1990	*begin training program
October 26, 1990	*conclude training program with commencement

GANNON
UNIVERSITY

2551 West Eighth Street • Erie, Pennsylvania • 16505-4494 • 814/838-1966

B

GANNON UNIVERSITY/GENERATIONS TOGETHER
INFORMATION MEETING
FRIDAY, APRIL 5, 1991

AGENDA

1. Welcome

2. Introduction

3. Project overview - "Older Adults As Child Care Workers: A Productive Work Option"

4. Project goals

5. Video - "Share It With The Children"

6. Discussion

7. Closing

Next Project Team Meeting: April 19, 1991
8:00 a.m.
Villa Campus Boardroom (Room 110)
A'Hearn Hall

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50+ CHILD CARE TRAINING PROJECT

TEAM MEMBERS' RESPONSIBILITIES

COMMUNITY COLLEGE REPRESENTATIVE / CHILD CARE REPRESENTATIVE

1. Organize project team and collaborate in the development of job description with 50+ representative.
2. Convene community information meeting.
3. Talk with community Child Care Center directors re: trainee selection, screening process, practicum sites and job placement.
4. Develop screening tool.
5. Placement
   - announcements, newsletters, appropriate network contacts for recruiting students
   - assist with practicum placements
6. Coordinate public relations efforts.
7. Hire instructors for class and identify guest speakers.
8. Arrange orientation and interview meetings and contact interviewers.
9. Screen child care programs for quality practicum sites.
10. Communicate with child care centers regarding applicant screening, practicum sites, and eventual job placement.
11. Monitor practicum process.
12. Purchase required instructional materials.
13. Coordinate report writing with 50+ representative.
14. Sponsor a workshop for child care center employees on working with older adults.
15. Conduct evaluation.
16. Host mini-conference
17. Coordinate evaluation efforts.

CHILD CARE CLASS INSTRUCTORS

1. Conduct training
   organize training materials
   instruction
2. Participate in evaluation effort.
3. Survey practicum sites regarding any problems working with older adults.
4. Present at mini-conference at end of training.

SEARS REPRESENTATIVE

1. Recruit older adult participants.
   flyer at Sears locations
   letter to Sears retirees

50 PLUS REPRESENTATIVE

1. Organize project team and collaborate in the development of job description with community college representative.
2. Convene community information meeting.
3. Develop job descriptions and time-line.
4. Coordinate large mailings.
5. Coordinate public relations efforts.
6. Recruit and screen older adult participants.
7. Locate guest faculty for workshop for child care center employees on working with older adults.
8. Develop graduate ceremony.
9. Coordinate job placement.
10. Host mini-conference.
11. Collaborate on evaluation.
12. Communicate with aging network and local intergenerational agencies.

Generations Together
Older Worker Child Care Training
Budget-Building Worksheet

As you build your budget, consider which of the following you may need to pay for:

SALARIES/WAGES

Trainer _____

Job Developer _____

Secretary _____

Other _____ _____

FRINGE BENEFITS _____

SUPPLIES

Instructional
(Books, films, materials) _____

Office _____

TRAVEL
To placement sites, etc _____

CONSULTING
Guest lecturers, special services _____

MAILING _____

TELEPHONE _____

PRINTING _____

REFRESHMENTS _____

PUBLICITY _____

OTHER _____

Summary Of Actual Expenditures (sample)

Period: 04-01-90 to 11-30-90

Instructor Salaries		$ 4,052.58
Instructional Books	348.02	
Instructional Materials & Supplies	54.84	402.86
Outreach Materials & Supplies	375.00	
Clearances & Medical Exams Fees	61.04	436.04
Site Leadership Program Expenses for workshops/conferences/placements:		
Clerical Support & Salaries	699.59	
Guest Lecturers	400.00	
Mailing Expenses	750.00	
Facilities & Catering Services	995.12	
Materials & Supplies	218.50	3,063.21
TOTAL Actual Expenditures		**$ 7,954.69**

PLANNING A STRATEGY FOR RECRUITMENT

APPROACHES

MEDIA

Public Service Announcements
Television
Radio
Talk Shows
Television
Radio
Newspapers

SENIOR CITIZEN

Organizations
Newsletters
Residences

COMMUNITY

Organizations
Civic Clubs
Newsletters
Postering
Special Events
Public Library

BUSINESS

Mailings to Retirees
Retiree Newsletters
Retiree Organizations
Unions

SCHOOL

Parent Groups
Letters to Parents
Grandparents' Day
Special Activities
School Newsletters

PUBLICITY MATERIALS

fliers
posters
slide show
pictures
video

PROCEDURES and ASSIGNMENTS

compile a contact file

make contact with individuals and groups

schedule presentations

Open House arrangements

submit written information

distribute fliers and posters

SEQUENCE AND TIMELINE FOR RECRUITMENT AND INTAKE

*Date:*_____
Develop recruitment campaign
- identify recruitment sources
- identify method of contact

*Date:*_____
Design fact sheet and flyer
- write cover letters (child care agencies, aging network, church, perspective participant

Coordinate mailings

Coordinate additional P.R. (radio, TV, newspaper, newsletter, fair, press release,)

*Date:*_____
Develop intake procedures
- develop first level phone interview
- identify and orient phone interviewer

*Date:*_____
Launch Recruitment Campaign

*Date:*_____
Design personal interview schedule
- develop interview tool
- indentify interviewers

*Date:*_____
Interview and select students
- administer phone interview to perspective students
- coordinate interview schedule (date, time, place)
- mail interview appointment letter
- mail acceptance letters
- identify practicum sites

*Date:*_____
Orient host practicum agencies
- prepare agenda and presentation
- mail letters of invitation

*Date:*_____
Begin training

9600 College Way North | Seattle, Washington 98103-3599 | (206) 527-3600

North Seattle Community College

H

April 19, 1990

Dear Colleague,

I am writing to tell you about a new intergenerational project at North Seattle Community College and how you can help. The 50+ Childcare Training Program was developed by Generations Together at the University of Pittsburgh and funded by Sears-Roebuck and Company. North Seattle Community College will be replicating this model. It is a FREE, ten-week training for persons 50+ years. The project is responding to an increase in demand for competent, dependable and committed childcare providers.

North Seattle Community College will provide job and child development training for 10-15 participants who will be ready for placement as entry level aides in a childcare center.

On June 18, 1990, we will launch this demonstration project with an orientation and trainee selection. You can help recruit participants by promoting the project in your agency newsletter, bulletin boards or announcements. Enclosed find a sample for your May newsletter. An additional fact sheet will follow.

Anyone interested can call me at 527-3783, Monday - Thursday between 10 a.m. and 2 p.m.

Sincerely,

Irene Gómez

Irene Gómez, Coordinator
Senior Adult Education Program

Enclosure

North Seattle Community College

50 PLUS CHILD CARE
TRAINING PROGRAM

FACT SHEET

WHAT IS IT? Training Older Adults for Employment in Child Care is a team effort of North Seattle Community College Child and Family Education Division, Generations Together of the University of Pittsburgh, and Sears-Roebuck and Company. Funding for this project is provided by the Sears-Roebuck Foundation.

Two stages of the project are:

1. Project enrollees will have 90 hours of classroom and practicum experience at the North Seattle Community College campus and selected child care center sites. Classes will be three days per week in three-hour sessions for ten weeks beginning June 25, 1990. The Sears-Roebuck Foundation will pay the class fee and the cost of required materials.

2. Following graduation, the NSCC Placement Office will help each graduate find a paid job.

WHO CAN QUALIFY? In order to enroll in the Child Care program and qualify for subsequent employment, you must:

- be 50 years of age or older
- demonstrate an interest in developing the skills necessary to care for children in a formal group setting
- be physically able to work with young children
- be approved by a Washington State Adult Abuse history check (Chapter 486 Clearance)
- be available to start work immediately following the end of your training
- be available to attend an interview/orientation session

HOW TO APPLY: Interested persons should call:

North Seattle Community College
Irene Gomez 527-3787
Monday - Thursday 10 a.m. - 2 p.m.
May 15 - June 17, 1990

A Generations Together project funded by the Sears-Roebuck Foundation

North Seattle Community College, 9600 College Way North, Seattle, WA 98103

J

CHILDREN NEED YOU!

DO YOU ENJOY AND UNDERSTAND CHILDREN?
ARE YOU OVER 50 YEARS OF AGE?
WOULD YOU LIKE TO BE TRAINED FOR A JOB
WHERE YOU WORK WITH CHILDREN?

IF YOUR ANSWER IS YES,
YOU MAY BE INTERESTED IN OUR
FREE CHILD CARE TRAINING AND
ASSISTANCE PROGRAM!

•• CALL FOR MORE INFORMATION •• 237-2618 ••

MONDAY-FRIDAY, 9:00AM - 4:00PM

January 2 thru January 10, 1990

Regina Redman of Community College of Allegheny County,
Continuing Education Division will take your calls.

** ENROLLMENT IS LIMITED

** CLASSES WILL BE OFFERED FEBRUARY 5 THRU APRIL 11, 1990 AT THE ALLEGHENY CAMPUS-NORTHSIDE

CCAC COMMUNITY COLLEGE OF ALLEGHENY COUNTY

SEARS

Generations Together

The Older Adult Child Care Training Program is a team effort of the Community College of Allegheny County, Allegheny Campus, Continuing Education; Generations Together of the University of Pittsburgh; and Sears-Roebuck and Co.

FUNDING PROVIDED BY SEARS-ROEBUCK FOUNDATION.

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Give a little . . . and you get a lot back !

"Helping another person grow is an act of love.
And with the right training you can feel that love too."

Charlotte E. Martine, age 73
Child Care Worker, Magic Kingdom
Day Care, Nursery School, and Kindergarten

Free Child Care Worker Training

If you are age 55 or older, you may be eligible for FREE* training and job placement assistance through Primetime. Training conducted at Housatonic Community College for full or part-time jobs in Child Care. Transportation benefits may be provided.

You could start working in weeks!

Call Today
576-8485

Katherine A. Pytleski, Private Industry Council of Southern CT, Inc.
181 Middle Street, Bridgeport, CT 06604

guidelines apply. Primetime is a project of the Private Industry Council of Southern CT, Inc.

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Early Childhood Education Training Program

for adults age fifty-five and over

Lehigh County Community College has recently received funding for an "Older Adults as Child Care Workers: A Productive Work Option" special project. This program includes the following:

- **A ninety-hour training program which includes practicums at local child care institutions.**
- **Free of charge to adults age fifty-five and over.**
- **Job placement upon completion of the program.**
- **Training dates and times: July 3 - July 23**
  8:30 a.m. - 11:30 a.m.
  Monday, Wednesday, Friday (theory at LCCC campus).
  Tuesday, Thursday (clinical sites for last 3½ weeks).
- **Class size is limited to fifteen students.**

To arrange for a registration interview or to receive more information please call the Office of Community Education at 799-1141.

Lehigh County Community College does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, or handicapping conditions in its educational programs, activities, admissions, or employment practices as required by Title IX of the Education Amendment of 1972, Section 504, and other such statutes. Inquiries concerning Title IX or Section 504 compliance should be referred to the Director of Human Resources, Virginia H. Garaitz, 2370 Main Street, Schnecksville, PA 18078, (215) 799-1107.

Lehigh County Community College

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Training Older Adults for Employment in Child Care

TELEPHONE INTERVIEW

NAME:_____DATE_____

ADDRESS:_____

CITY:_____ STATE:_____ZIP_____

PHONE:_____ AGE:____SOCIAL SECURITY #_____

INCOME ELIGIBILITY DETERMINATION

*ANNUAL INCOME:*_____

*SOURCE OF INCOME:*_____

EDUCATION: HIGH SCHOOL GRADUATE____
GED ____
EXPERIENCE (no. of hrs.)____

YES NO

___ ___ DO YOU HAVE ANY CHILDREN?

___ ___ DO YOU HAVE ANY GRANDCHILDREN?

___ ___ HAVE YOU EVER CARED FOR CHILDREN NOT RELATED TO YOU?

WHEN?_____

PLEASE DESCRIBE_____

_____

___ ___ DO YOU HAVE ANY EXPERIENCE WORKING WITH GROUPS OF CHILDREN (CHURCH, SCHOOLS, SCOUTS)?_____

_____

___ ___ HAVE YOU ATTENDED ANY FORMAL CHILD CARE TRAINING SESSIONS? (WORKSHOPS, COLLEGE COURSES, ON THE JOB IN-SERVICE).

_____

_____

YES NO

___ ___ ARE YOU ABLE TO:

BEND TO CHILD'S LEVEL _____

WALK UP OR DOWN A FLIGHT OF STEPS _____

WALK SHORT DISTANCES (2-3 BLOCKS) _____

FLOOR PLAY WITH TODDLERS _____

PICK UP OR HOLD INFANTS _____

OTHER _____

___ ___ HAVE YOU WORKED OUTSIDE THE HOME IN A PAID OR VOLUNTEER CAPACITY? IF YES, PLEASE EXPLAIN

_____

_____

_____

___ ___ ARE YOU NOW WORKING?

WHERE?_____

WHAT DAYS AND HOURS?_____

__ __ WILL YOU BE ABLE TO BEGIN WORK IMMEDIATELY AFTER TRAINING? (GIVE END DATE OF TRAINING)_____

__ __ WHEN WAS THE LAST DATE YOU APPLIED FOR A JOB?_____

__ __ WHY DO YOU WANT TO WORK WITH CHILDREN?

_____

_____

_____

JOB PLACEMENT INFORMATION

HOW WILL YOU GET TO WORK? DRIVE ____ PUBLIC TRANSPORTATION____

ARE THERE ANY LIMITATIONS ON WHERE YOU WILL TRAVEL TO WORK?

(LIST COMMUNITIES)_____

_____

ARE YOU WILLING TO TAKE TWO BUSES TO WORK?_____

WHAT AREAS ARE MOST ACCESSIBLE TO YOU BY PUBLIC TRANSPORTATION? (LIST AREAS)_____

_____

WHAT WORK SCHEDULE WOULD YOU BE WILLING TO WORK DURING A 6:30 AM TO 6:30 PM WORK DAY?
START TIME_____ END TIME_____

HOW MANY DAYS OF THE WEEK WILL YOU WORK?_____

WILL YOU WORK FOR MINIMUM WAGE? (4.25 PER HOUR) _____

HOW DID YOU LEARN ABOUT OUR PROGRAM?_____

_____

K

ARE YOU IN A SENIOR EMPLOYMENT PROGRAM (TITLE V)? WHICH ONE?

WHO IS YOUR CONTACT PERSON?_____

ADDITIONAL COMMENTS_____

_____

_____

_____

_____

INTERVIEWER

NOTES:

CONTINUING EDUCATION

COMMUNITY COLLEGE OF LUZERNE COUNTY

PROSPECT STREET AND MIDDLE ROAD
NANTICOKE, PENNSYLVANIA 18634
TELEPHONE: (717) 829-74 81

TRAINING OLDER ADULTS FOR EMPLOYMENT IN CHILD CARE

Orientation for Day Care Center Directors

Educational Conference Center
Prospect Street and Middle Road
Nanticoke, PA 18634-3899

April 29, 1991
11:00 a.m. - 12:00 noon

10:45 - 11:00 am Registration and Refreshments

11:00 am Welcome:
Dr. John Pisano
Dean, Continuing Education
Luzerne County Community College

Introductions:
Karen A. Dessoye
Director, Non-Credit Programs
Luzerne County Community College

History and Rationale of Training
Older Adults for Child Care:
Thomas Smith, Project Coordinator
Generations Together
University of Pittsburgh

The Project: Training Older Adults
for Employment in Child Care:
Thomas Smith
Generations Together

Philip Semenza, Director
Senior Employment
Bureau for the Aging

Diane Steininger, Center Director
Child Development Council

Questions and Comments:
Karen Dessoye
Continuing Education

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9600 College Way North / Seattle, Washington 98103-3599 / (206) 527-3600

North Seattle Community College

June 6, 1990

Thank you for offering your child care center as a practicum site for a Fifty Plus Child Care student.

We are pleased with the number of potential students for this training program. We actually have more applicants interested in taking the classes than we are able to enroll. This means we will be screening prospective students.

On June 18th we are having a brief orientation meeting at 1:00 p.m. We will conduct interviews at 1:30 and at 2:15 p.m. We are asking your assistance in this process. Interview questions have been developed to use in these sessions. We would also like your impressions of the applicants as prospective child care teachers. This process should be completed by 3:00 p.m.

The meeting will take place in Room 1304. If you can attend the meeting and participate in two interview sessions, please contact me by June 15th.

I'm enclosing a map of the campus. No parking permit will be required.

Yours truly,

Charma Berg, Chairman
Child and Family Education Division

N

TO: Child Development Program Director

FROM: Albina M. McClure, Coordinator/Local Trainer
Generations Together Project
Lifelong Learning Center for Older Adults
Westmoreland County Community College
Youngwood, PA 15697-1895

DATE: May 20, 1991

RE: Available Trained Child Care Aides

The collaborative efforts among Generations Together of the University of Pittsburgh, Private Industry Council of Westmoreland/Fayette, Inc., and Westmoreland County Community College Lifelong Learning Center has resulted in a Child Care Training Program from which nine people have recently graduated. This was not part of the associate degree child care program which is offered at the college.

The six-week child development course consisted of 63 hours of classroom training and 27 hours of practicum experience. Each graduate has all the necessary credentials that are required by the Commonwealth of Pennsylvania, including current clearances and physical examinations.

At this time the staff of the Lifelong Learning Center is offering assistance with job placement. If you would like further information or to arrange an interview with a candidate please contact the center at 412-925-4066 or toll free 1-800-262-2103 Ext. 4066.

Thank you for your interest in hiring trained child care aides.

Generations Together:
Training Older Adults for Employment in Child Care

Graduation Ceremony
10:00 a.m.

Welcome and Introductions -
Bob Ledford, Director
Community & Continuing Education
Seminole Community College

National Overview of Generations Together -
Cheryl Mack, Project Coordinator
University of Pittsburgh

Seminole Community College and Generations Together -
Kathleen Willmott, Instructor
Community Coordinated Child Care
of Central Florida, Inc.

Student Sponsors' Review

Student Summary

Awarding of Certificates
Linda McKinney, Education Director
Community Coordinated Child Care of Central Florida, Inc.

Keith Samuels, Vice President for Instruction
Seminole Community College

The Class of 1990-91

Jeanette Fernandes	***Iola Mitchell***
Audrey Hughes	***Clarinda Naugle***
Celia Lumpkin	***Margaret Renninger***

Luncheon
11:30 a.m. - 12:30 p.m.

Mini-Conference
12:30 p.m. - 2:30 p.m..

Project News
JoAnn Schwartz and Kathleen Willmott
Community Coordinated Child Care of Central Florida

Preparing for Generations Together: Part 2
Opportunities for Growth

Bob Ledford

Generations Together is sponsored by the
University of Pittsburgh and the
Sears Roebuck Foundation.

RELATED MATERIALS FROM GENERATIONS TOGETHER

Waking Up Vanessa

"Waking Up Vanessa," a 17-minute videotape describes the community college older worker employment training program.

Produced by The Video Difference, Inc. (VDI) of Pittsburgh as part of the 1991 "Older Adults as Child Care Workers: A Productive Work Option" project funded by the Retirement Research Foundation, the video features programs at Pennsylvania community colleges.

Generations Together: A Job-Training Curriculum for Older Workers in Child Care

This is a one-of-a-kind employment training curriculum for use by child development educators, vocational trainers, teachers, college and university faculty, and older adult groups and agencies who are concerned about improving the quality and availability of child care staff. The 22-module course includes 78 hours of classroom instruction, enriched by a supervised, 36-hour, hands-on practicum experience. The curriculum is grounded in child development theory and widely-accepted child care competencies, and is presented using older adult learning strategies.

Guidelines for the Productive Employment of Older Adults in Child Care

The guidelines set out a list of recommendations designed to help child care employers effectively hire and utilize older workers. The recommendations are divided into five categories: developmental issues; pre-employment activities, training and education; working conditions; and career advancement. The recommendations reflect the input of a task force of experts in child care, child and adult development, gerontology, training, and employment policy.

Practitioner's Manual for the Productive Employment of Older Adults in Child Care

Generations Together, working with a task force of experts in child care, child and adult development, gerontology, training, and employment policy, developed the practitioner's manual that details strategies and resources to assist child care employees in implementing the productive employment guidelines.

GENERATIONS TOGETHER: AN INTERGENERATIONAL STUDIES PROGRAM

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Executive Director

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The purpose of Generations Together is to create opportunities for intergenerational experiences that promote growth and understanding between the generations. To fulfill this purpose, Generations Together:

1. Develops innovative intergenerational programs as models for replication;

2. Conducts research on the effects of intergenerational programs on the participants and their communities;

3. Assists agencies and systems to develop their own intergenerational programs;

4. Publishes and disseminates information on the development and outcomes of intergenerational programs;

5. Facilitates a support network among agencies involved in intergenerational programs;

6. Encourages public and social policies which foster intergenerational activity.

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